

AYNOR ELEMENTARY

516 Jordanville Road
Aynor, SC 29511

GRADES PK-5 Elementary School

ENROLLMENT 510 Students

PRINCIPAL Carolyn C. Floyd 843-358-3680

SUPERINTENDENT Gerrita Postlewait 843-488-6700

BOARD CHAIR Will Garland 843-358-8002

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
8	56	41	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Excellent	Below Average	No
2004	Excellent	Good	Yes

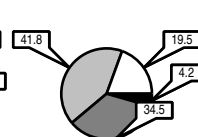
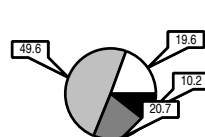
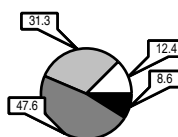
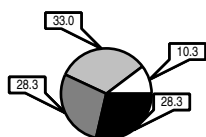
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

65.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms****Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Basic

Met standards; minimally prepared, can go to next grade level

Below Basic

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	259	99.2	12.8	31.1	47.2	8.9	66.8	Yes	Yes
Gender									
Male	133	100.0	17.1	37.4	36.6	8.9	57.7		
Female	126	98.4	8.0	24.1	58.9	8.9	76.8		
Racial/Ethnic Group									
White	222	99.6	9.6	30.8	49.5	10.1	69.2	Yes	Yes
African-American	27	100.0	45.5	36.4	18.2	0.0	36.4	I/S	I/S
Asian/Pacific Islanders	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	219	99.1	7.5	30.5	52.0	10.0	73.5		
Disabled	40	100.0	42.9	34.3	20.0	2.9	28.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	259	99.2	12.8	31.1	47.2	8.9	66.8		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	255	99.6	12.8	31.2	47.0	9.0	66.7		
Socio-Economic Status									
Subsidized meals	160	98.8	18.8	35.5	41.3	4.3	56.5	Yes	Yes
Full-pay meals	99	100.0	4.1	24.7	55.7	15.5	81.4		

Mathematics - State Performance Objective = 15.5%									
All Students	259	99.6	10.2	33.6	28.1	28.1	70.2	Yes	Yes
Gender									
Male	133	100.0	12.2	34.1	26.8	26.8	68.3		
Female	126	99.2	8.0	33.0	29.5	29.5	72.3		
Racial/Ethnic Group									
White	222	99.6	8.7	31.7	29.3	30.3	73.6	Yes	Yes
African-American	27	100.0	27.3	54.5	18.2	0.0	36.4	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	219	99.5	5.0	30.5	31.5	33.0	79.5		
Disabled	40	100.0	40.0	51.4	8.6	0.0	17.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	259	99.6	10.2	33.6	28.1	28.1	70.2		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	255	99.6	10.3	33.8	28.2	27.8	70.1		
Socio-Economic Status									
Subsidized meals	160	99.4	12.3	39.1	28.3	20.3	62.3	Yes	Yes
Full-pay meals	99	100.0	7.2	25.8	27.8	39.2	81.4		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	88	100.0	7.5	28.8	53.8	10.0	63.8
	Grade 4	96	100.0	4.5	31.8	58.0	5.7	63.6
	Grade 5	108	99.1	20.4	51.5	26.2	1.9	28.2
	Grade 6	101	100.0	31.9	35.1	25.5	7.4	33.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	82	100.0	11.4	25.3	46.8	16.5	63.3
	Grade 4	79	100.0	20.0	33.3	40.0	6.7	46.7
	Grade 5	98	99.0	10.5	35.8	50.5	3.2	53.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	88	98.9	6.3	32.9	43.0	17.7	60.8
	Grade 4	96	100.0	4.5	28.4	31.8	35.2	67.0
	Grade 5	108	100.0	9.6	52.9	27.9	9.6	37.5
	Grade 6	101	100.0	14.9	39.4	36.2	9.6	45.7
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	82	100.0	8.9	51.9	30.4	8.9	39.2
	Grade 4	79	100.0	14.7	36.0	21.3	28.0	49.3
	Grade 5	98	99.0	8.4	17.9	32.6	41.1	73.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 510)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	1.6%	Down from 2.1%	3.0%	2.7%
Attendance rate	95.4%	Up from 95.0%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.3%		5.0%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	1.9%		3.7%	3.5%
Eligible for gifted and talented	33.0%	Up from 25.8%	14.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.4%	Down from 9.2%	9.1%	8.2%
Older than usual for grade	0.2%	Down from 1.3%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%
Teachers (n= 40)				
Teachers with advanced degrees	35.0%	Up from 31.3%	50.0%	51.4%
Continuing contract teachers	92.5%	Up from 81.3%	89.5%	87.5%
Highly qualified teachers**	93.5%	N/A	94.2%	95.0%
Teachers with emergency or provisional certificates	5.6%		0.0%	0.0%
Teachers returning from previous year	87.0%	Down from 93.8%	86.7%	86.7%
Teacher attendance rate	93.8%	Down from 93.9%	94.9%	94.9%
Average teacher salary	\$40,989	Up 6.3%	\$40,693	\$40,760
Prof. development days/teacher	25.5 days	Up from 11.3 days	12.4 days	12.4 days

School

Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Up from 17.3 to 1	19.3 to 1	18.9 to 1
Prime instructional time	88.2%	Up from 87.8%	89.8%	90.0%
Dollars spent per pupil*	\$5,653	Up 3.1%	\$5,834	\$6,044
Percent of expenditures for teacher salaries*	64.9%	Down from 65.4%	65.6%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.6%	Up from 84.8%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	87.9%	92.0%
Highly qualified teachers in high poverty schools**	92.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

During the 2003-2004 school year, the Aynor Elementary School students and staff delivered a stellar performance. Our students performed well enough on the Palmetto Achievement Challenge Test in the spring of 2003 to achieve an Absolute Report Card rating of Excellent. In order to continue this progress and raise our improvement rating, we implemented Math Team Time, which provided an additional math lesson each day. During Math Team Time, students were grouped by achievement according to the results of the MAP (Measuring Academic Progress) assessment. Our students have excelled in math this year and we anticipate a marked improvement on our 2004 PACT.

In order to accommodate our continued needs in the area of English/language arts, we provided staff development in reading comprehension and differentiated instruction. We read *How to Differentiate Instruction in a Mixed Ability Classroom* and viewed the videos based on the texts *Reading With Meaning* and *Strategies That Work*. We hired two retired teachers to tutor small groups of students in ELA and math. We used our special area teachers as tutors for small groups. A reading specialist was employed to provide intensive one-on-one tutoring for identified students in first grade. Parent volunteers also served as one-on-one tutors for primary students.

Our music program continued to expand, offering our students and staff guitar lessons, in addition to the programs already in place (steel drums, African drums, recorder, chorus and regular music education). Our music teacher, Mrs. Connie Christy, represented Horry County Schools as a candidate for State Teacher of the Year. We are very proud of the wonderful opportunities offered to our community through our music program.

A full-time curriculum specialist was available to work with teachers on designing standards-based curriculum and assessments that would raise the level of instruction for all students. After-School Tutorial classes were offered to students in grades 3-5 who scored Below Basic on PACT. Select students scoring in the higher categories were served by a tutor or participated in an online algebra Course. At the end of this year, Aynor Elementary applied to become a district Cornerstone School. We were one of the two district elementary schools selected this year and as a result, received the funding for two additional curriculum specialists. Aynor Elementary is one of four schools in the district participating in the Cornerstone Initiative. We are excited about the opportunities for excellent staff development we have as a part of Cornerstone, as well as the opportunity to network with other schools in the district and across the nation.

Our school theme, *Above and Beyond*, exemplifies the positive attitude and spirit of our community and our commitment to providing a quality education for all students.

Carolyn C. Floyd, Principal

Lynn Capps, School Improvement Council Chair 2003-04

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	38	86	77
Percent satisfied with learning environment	97.2%	92.9%	93.2%
Percent satisfied with social and physical environment	97.2%	89.5%	93.4%
Percent satisfied with home-school relations	97.2%	93.0%	81.6%

*Only students at the highest elementary school grade level at this school and their parents were included.